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ABSTRACT

These Utah core standards are designed to help prepare students for the changing times that will require knowledge and skills for living and competition in the information age. Six qualities are emphasized (1) higher level thinking and process skills; (2) citizenship/character practices and principles; (3) basic U.S. values; (4) economic literacy; (5) American democratic governance; and (6) global awareness and geography skills. The remainder of the document outlines social studies goals, and course descriptions, for each individual grade from kindergarten through grade 6. (KM)

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ELEMENTARY

CORE CURRICULUM STANDARDS

Utah State Board of Education

LEVELS K-6

Social Studies

'91

A LETTER

FROM THE UTAH STATE BOARD OF EDUCATION

What takes place in the thirteen years from kindergarten through the twelfth grade of public school is critical to each student's success in today's world. The new core curriculum standards have been developed to provide a solid foundation in education for students. They call for mastery of information, concepts, and skills in the subject areas of: language arts, mathematics, science, social studies, the arts, informational technology, responsible healthy lifestyles, and vocational education.

The world of the future will require less than one-fourth of the work force for the production of consumer goods and food items. The core standards are designed to prepare students for those changing times that will require knowledge and skills for living and competition in the informational age.

Sincerely,

Neola Brown
Ruth Hardy Funk
Keith T. Checketts
Donald G. Christensen
John M. R. Covey
C. Grant Hurst
Harold S. Jensen
V. Jay Liechty
Frances Hatch Merrill

INTRODUCTION

Action by the State Board of Education in January of 1984 established a policy requiring the identification of specific core curriculum standards which must be completed by all students K-12 as a requisite for graduation from Utah's secondary schools. This action was followed by three years of extensive work involving all levels of the education family in the process of identifying, trial testing, and refining these core curriculum standards for Utah's schools.

The core curriculum represents those standards of learning that are essential for all students. They are the ideas, concepts, and skills that provide a foundation on which subsequent learnings may be built.

The core should be taught with respect for differences in learning styles, learning rates, and individual capabilities without losing sight of the common goals. Although the core curriculum standards are intended to occupy a major part of the school program, they are not the total curriculum of a level or course.

STATE BOARD OF EDUCATION

New	Revised	Descriptor
Date of Adoption 11-7-86	Date	Code:

The ELEMENTARY AND SECONDARY SCHOOL PROGRAM OF STUDIES AND HIGH SCHOOL GRADUATION REQUIREMENTS

STATEMENT OF PHILOSOPHY

The primary goal of education is the development of individuals who possess the knowledge, skills, and human characteristics necessary to enable them to live meaningful as individuals and as positive contributors to society. To achieve this ultimate goal, the individual must be provided experiences to develop skills in language and thinking, scientific understanding, mathematics, historical perception, aesthetic appreciation, social interaction, movement, fitness and health, and career competencies.

Elementary Education

The elementary school reaches the greatest number of students for a longer period of time during the most formative years of the school experience. This unparalleled responsibility makes it imperative that each elementary school be provided with effective leadership, meaningful standards, a balanced curriculum, sufficient means, and competent staff.

Secondary Education

The secondary school should provide the opportunity for every student to have a challenging educational experience which will prepare him/her to pursue a fulfilling and productive role in society, which both transmits and enhances our culture. A comprehensive curriculum with enough flexibility to strengthen individual talents and interests must be available for all students.

R300-700. The Elementary and Secondary School Core Curriculum and High School Graduation Requirements.

R300-700-1 Definitions

A. "Board" means the Utah State Board of Education.

B. "IEP" means individual education program.

C. "Special assignment teacher" means a teacher assigned to:

(1) alternative school settings with self-contained classrooms in which the teacher must teach several subjects;

(2) teach homebound students with the expectation that several subjects will be covered by the same teacher; or

(3) necessarily existent small or rural schools with limited faculty and enrollment in which teachers must teach more than three core subjects.

R300-700-2. Authority and Purpose.

A. This rule is authorized under Article X, Section 3 of the Utah State Constitution which vests general control and supervision of the public education system in the State Board of Education, Section 53A-1-402(1)(b), U.C.A. 1953, which directs the Board to make rules regarding competency levels, graduation requirements, curriculum, and instruction requirements, and Section 53A-1-401(3), U.C.A. 1953, which allows the Board to adopt rules in accordance with its responsibilities.

B. The purpose of this rule is to specify the minimum core curriculum for the public schools and high school graduation requirements.

R300-700-3. General Requirements - Course Standards.

The Board establishes minimum course description standards and objectives for each course in the required general core. Course descriptions for required and elective courses are developed cooperatively by local school districts and the Utah State Office of Education. The descriptions shall contain mastery criteria for the course and shall stress mastery of the criteria rather than completion of predetermined time allotments for subjects. Implementation and assessment procedures are the responsibility of local school districts.

R300-700-4. General Requirements - Teacher Qualifications.

Teachers may not be assigned to teach any course unless, for the subject area to which they are assigned, they hold a current Utah teaching certificate endorsed in the subject area, have completed an undergraduate or graduate major or minor in the subject area, have completed a Board approved inservice program, or have demonstrated competency in the subject area.

R300-700-5. General Requirements - Special Assignment Teachers.

A. Special assignment teachers must hold a Basic or Standard Certificate with endorsement(s) for the course(s) which they are assigned to teach. In addition, personnel must have completed at least nine quarter hours of state approved college or inservice course work in each of the subject areas in which they are assigned.

B. Special assignment teachers are temporarily authorized for the duration of their special assignment and do not receive a permanent endorsement for the subject area until they have completed the equivalent of a subject matter minor, at least 24 quarter hours of state approved college coursework in the field, or have been declared competent to teach the subject by the Utah State Office of Education Committee on Demonstrated Competency.

R300-700-6. General Requirements - Unit of Credit.

A. A unit of credit or fraction thereof shall be given upon satisfactory completion of a course or learning experience in compliance with state course standards. Students also may complete a course on a performance basis in which case assessment of mastery will be the responsibility of the local boards of education. Credit can be awarded only once for a specific required course with the same content during the secondary school experience.

B. Credit may be earned in any of the following ways:

(1) successful completion of a course;

(2) demonstrated proficiency, via preassessment;

(3) demonstrated mastery of approved courses outside of the school day or year;

(4) concurrent enrollment in approved post-secondary training institutions;

(5) demonstrated mastery of approved correspondence or extension courses; or

(6) upon application, demonstrated mastery in special experimental programs.

R300-700-7. General Requirements - Instructional Time.

School districts shall organize flexible time blocks for instruction which accommodate outcome-based curriculum. To help the Board keep apprised of instructional time variations, districts shall submit their instructional time schedule to the Utah State Office of Education for approval.

R300-700-8. General Requirements - Student Education Plan.

A student education plan is cooperatively developed by the student, the student's parents, and designated school personnel. This plan is guided by general requirements and individual student interests and goals. It is formally reviewed, at least, at the beginning of grade one, at the end of grades three and six, and annually thereafter. Each student's high school plan shall identify an area of concentration, which may be as many as four to five units, in a cluster related to the student's post-secondary goal.

R300-700-9. General Requirements - Diploma.

In Utah's public schools, a high school diploma is granted to a student who has met Board curriculum requirements and any additional requirements of the local school district.

R300-700-10. Requirements for Elementary Education.

A. The Board shall establish standards for elementary education which include the identification of a general core curriculum. Implementation and formal assessment of student mastery of the general core curriculum are the responsibilities of the local boards of education. At a minimum, formal assessment shall occur during or at the completion of the primary grades, grade three, and again during or at the completion of the intermediate grades, grade six. Informal assessment should occur on a frequent ongoing basis to ensure continual student progress. Provision for remediation for all students who do not achieve mastery is required.

B. Required Elementary Core Curriculum:

REQUIRED ELEMENTARY CORE CURRICULUM
GRADES K-6

GENERAL CORE		OPTIONS
LANGUAGE ARTS	SOCIAL STUDIES	FOREIGN LANGUAGE
Reading	Introductory Citizenship	
Writing	Principles and Practices	
Speaking		
Listening	ARTS	
MATHEMATICS	RESPONSIBLE HEALTHY LIFESTYLES	
SCIENCE	INFORMATION TECHNOLOGY	

C. All handicapped students are required to demonstrate mastery of the core curriculum. If a student's handicapping condition precludes the successful demonstration of mastery, the IEP team, on a case by case basis, may exempt the student or modify the mastery demonstration to accommodate the student's handicap.

R300-700-11. Middle and High School Requirements.

A. The Board provides general direction and standards in secondary education. Students in grades seven and eight must earn a minimum of 12 units of credit. Students in grades nine through twelve must earn a minimum of 24 units of credit. Districts may require additional units of credit. Formal assessment of student mastery of the general core courses shall occur as a minimum during or at the completion of grades eight, ten, and twelve. Implementation and assessment of student mastery of the core courses are the responsibility of the local board.

B. Middle Education Core Curriculum:

GENERAL CORE - 10.5 Units PLUS REQUIRED ELECTIVES 1.5

SUBJECT AREAS	REQUIREMENTS	
Language Arts	2.0	LOCAL DISTRICT OPTION
Mathematics	2.0	
Science	1.5	
Social Studies	1.5	
The Arts	1.0	
Information Technology	Credit Optional	
Responsible Healthy Lifestyles	1.5	
Vocational Education Technology, Life and Careers	1.0	

C. High School Core Curriculum:

(1) Required credits:

HIGH SCHOOL CORE CURRICULUM
GRADES 9-12 24 UNITS OF CREDIT REQUIRED

GENERAL CORE - 14.5 Units PLUS REQUIRED ELECTIVES 9.5

SUBJECT AREAS	REQUIREMENTS

Language Arts	3.0
Mathematics	2.0
Science	2.0
Information Technology	Credit Optional
Social Studies	3.0
Arts	1.5
Responsible Healthy Lifestyles	2.0
Vocational Education Occupational Preparation	1.0
SELECTED ELECTIVES	9.5

(2) Any state-approved vocational course, or the vocational core course fulfills the vocational education requirement.

(3) Selected electives units of credit provide a means for specialization related to student interest and post secondary goals.

(a) College Entry Cluster:

Foreign Language: 2.0 units of credit
Mathematics: 1.0 units of credit
English: 1.0 units of credit
Science: 1.0 units of credit
Electives: 4.5 units of credit

(b) Technology/Vocational/Job Entry Clusters:

Select one:
Technical Emphasis: 4.0 units of credit
Vocational Emphasis: 5.0 units of credit
Computer Science: .5 units of credit

(c) Electives: 4.0 - 5.0 units of credit

D. Informational Technology standards in the Middle Education and High School core curriculum may be taught either by integrating them into other areas of the curriculum or in a specific class. Integration requires the district to submit a plan detailing at what level and in which class each standard will be taught. Districts establishing a specific class may offer .5 units of credit.

E. All handicapped students are required to demonstrate mastery of the courses in the Middle Education and High School general core. If a student's handicapping condition precludes the successful demonstration of mastery, the IEP team, on a case by case basis, may exempt the student or modify the mastery demonstration to accommodate the student's handicap.

KEY: curricula
1987

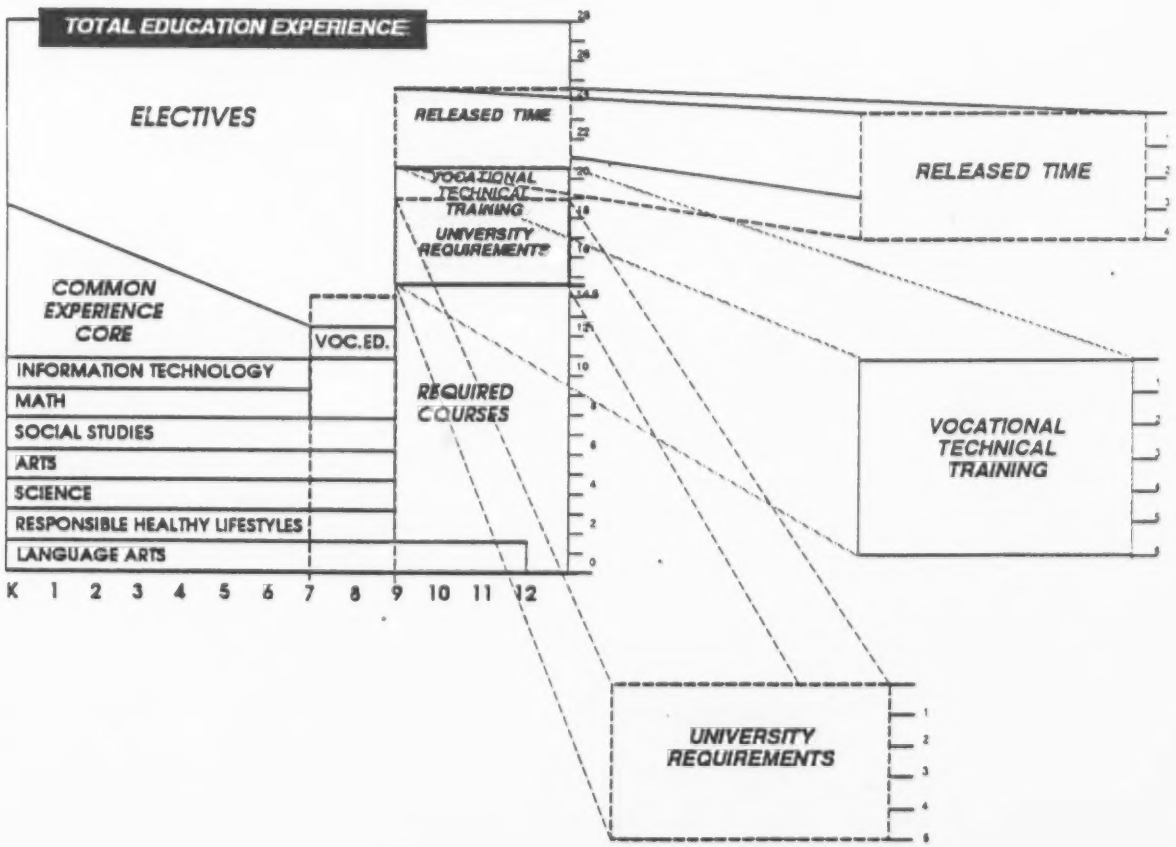
Art X Sec 3
53A-1-402(1)(b)
53A-1-401(3)

CORE COMPLETION GUARANTEES STUDENT ACCESS

1. Guarantees common experience which forms the foundation skills.

2. Guarantees access to jobs and entry into college or vocational-technical education through required course completion.

3. Permits intensive vocational-technical education, entry into research universities, and a released-time component through specialization options.



SOCIAL STUDIES

People are social beings who need wholesome human relationships and productive problem solving skills. Social studies helps to fulfill these needs and is the major area in the school's general education program which is concerned with the preparation of students in becoming responsible, rational, participating citizens in a pluralistic, democratic society and in a world which is becoming increasingly interdependent.

Citizenship/character education is a particular focus of social studies and is also a subject which fosters an interdisciplinary approach in the curriculum. Development of the means whereby the essential processes, values, and capabilities undergirding our society can be perpetuated and improved is one of the major reasons for the existence of schools.

To the social sciences (history, geography, sociology, psychology, anthropology, economics, and political science) new fields of study have been added which include studies in law-related, values, career, international, multi-cultural, and free enterprise education. All of these subjects are integrated at each level/course in the core curriculum.

A primary goal for all students and teachers is increasing their ability to be more productive, which contributes to acquiring and maintaining a higher standard of living.

The social studies core curriculum at each level/course begins with the identification of higher level thinking standards and objectives, i.e., listening, speaking, reading, writing, thinking, and citizenship/character skills, which can be incorporated in teaching strategies with all other standards and objectives.

One of the most commonly accepted principles of learning that has been incorporated in the social studies core curriculum is the importance of integration--of emphasizing the understanding of concepts and processes over the mere acquisition of isolated facts.

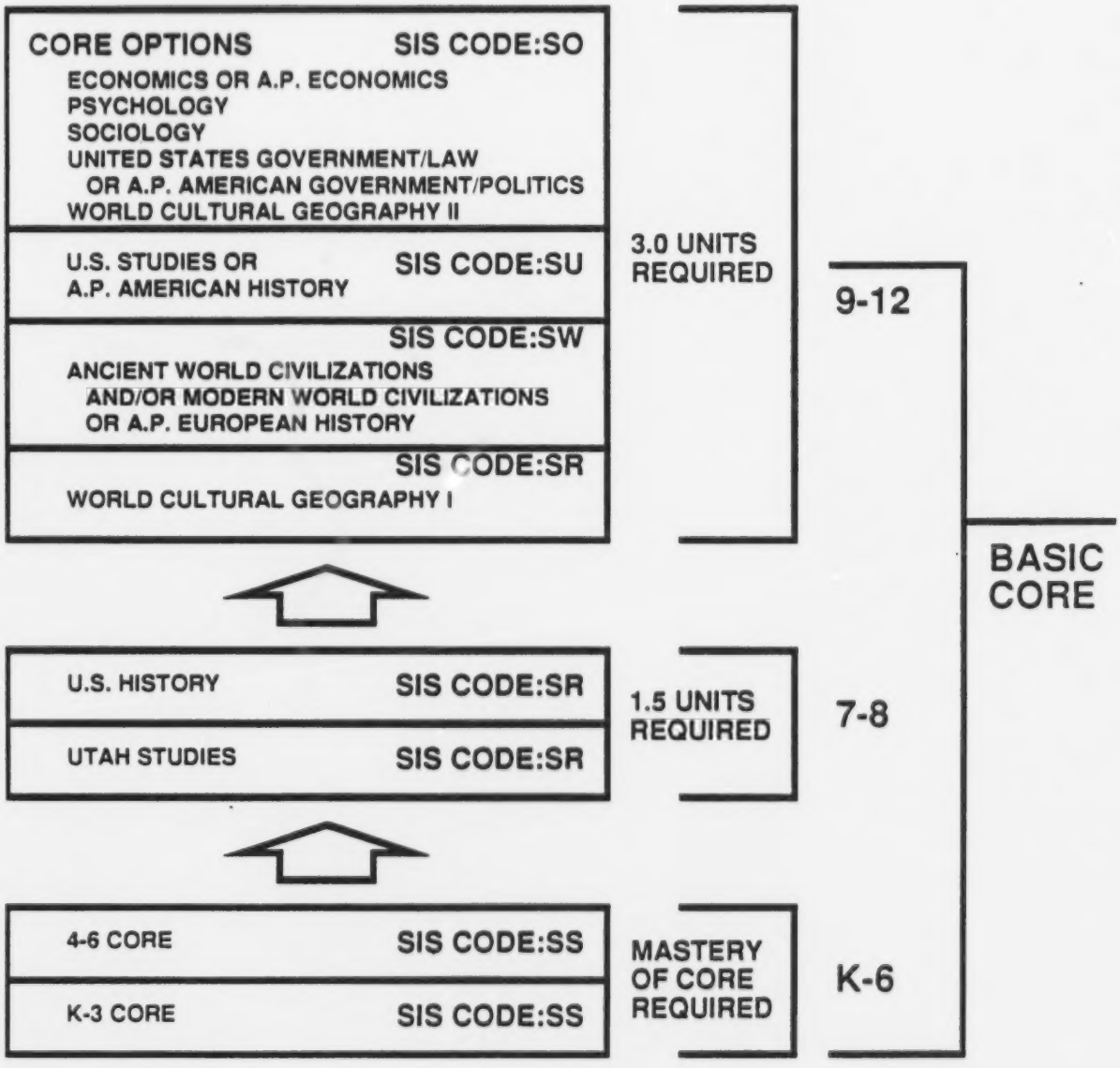
Stressing the mastery of integrated knowledge helps students to move from what is known to an understanding of the unknown, to see relationships and patterns and begin to make generalizations, to understand the inter-relatedness of the subject and skills areas, and to succeed in learning. An integrated curriculum helps students learn how to learn.

In conclusion, the social studies core curriculum at all levels emphasizes:

1. Higher level thinking and process skills.
2. Citizenship/character practices and principles.
3. Basic American values.
4. Economic literacy.
5. American Democratic governance.
6. Global awareness and geographic skills.

NOTE: Numbers in parenthesis following objectives in the core curriculum refer to resource file activities.

SOCIAL STUDIES COURSE CHART



SOCIAL STUDIES LEVEL K

S	S	L	E	V	E	L		K		

SIS NUMBER: 6000
SIS CODE: SS

COURSE DESCRIPTION, (Levels K-3)

The students will be introduced to the study of self and their relationship to each individual's family, school, neighborhood, and community; basic citizenship/character behaviors; the interdependence of individuals and groups in different cultures and environments; the world of work; and the use and care of natural resources, community governments, and local history will be emphasized. In addition, the students will begin a study of the earth, its size, shape, land masses, oceans, climates, directions, and its relation to the universe. All social studies experiences will develop listening, speaking, reading, writing, and citizenship/character skills.

CORE STANDARDS OF THE COURSE

STANDARD 6000-01	The students will demonstrate the ability to use a variety of listening, speaking, and thinking skills in completing social studies activities.

OBJECTIVES

6000-0101. Participate in group discussions.

6000-0102. Participate in group role-playing experiences.

6000-0103. Examine a variety of ideas.

6000-0104. Follow simple directions.

STANDARD 6000-02	The students will understand that individuals live in groups and their lifestyles are influenced by customs and traditions.

OBJECTIVE

6000-0201. Identify different kinds of groups (family, school, neighborhood) to which they belong. (300-303)

6000-0202. Discuss ways that people are alike and ways they are unique, and that each individual has self-worth. (300-101)

6000-0203. Identify values, traditions, and customs that are learned from families. (300-201)

6000-0204. Identify why special events are sometimes celebrated through various national holidays. (300-501)

6000-0205. Compare ways that various cultures celebrate holidays. (300-502)

STANDARD 6000-03	The students will understand basic geographic concepts and map symbols.

OBJECTIVES

6000-0301. Identify the globe as a model of the earth. (300-801)

6000-0302. Identify the major characteristics of the seasons: summer, fall, winter, and spring. (300-805)

6000-0303. Identify map symbols used in the neighborhood and school. (300-804)

STANDARD 6000-04	The students will understand responsible citizenship/character and why rules are necessary to protect the individual.

OBJECTIVES

6000-0401. Participate in making classroom rules with other class members. (300-701)

6000-0402. Identify why rules are important. (300-702)

6000-0403. Identify what authority is and why it is important. (300-703)

6000-0404. Identify basic individual rights and responsibilities. (300-704)

6000-0405. Share materials, respect other people's property, and show courtesy.

6000-0406. Participate in patriotic activities except when against religious beliefs. (300-707)

STANDARD 6000-05	The students will understand that people have the same basic personal needs and that sharing is economically necessary.

OBJECTIVES

6000-0501. Identify the need to share in terms of limited supply. (300-603)

6000-0502. Identify basic personal needs; i.e., food, clothing, and shelter.

SOCIAL STUDIES LEVEL I

S	S	L	E	V	E	L	I		

SIS NUMBER: 6010
SIS CODE: SS

CORE STANDARDS OF THE COURSE

STANDARD 6010-01	The students will practice a variety of listening, speaking, writing, and reading skills in completing social studies activities.

OBJECTIVES

6010-0101. Identify a logical sequence for tasks.

6010-0102. Categorize items of information that are similar from those that are different.

6010-0103. Predict simple conclusions to stories or situations.

6010-0104. Recall facts from stories or reports.

6010-0105. Describe possible solutions to problems in the family, school, or neighborhood.

6010-0106. Participate in group activities and demonstrate respect for basic values of all people.

STANDARD 6010-02	The students will understand that the family, school, and neighborhood provide basic needs and learning experiences.

OBJECTIVES

6010-0201. Identify examples of how individuals learn from the family, school, and neighborhood. (301-303)

6010-0202. Show ways in which families provide the basic needs of love, food, shelter, clothing, companionship, and protection to their members. (301-202)

6010-0203. Compare similarities and differences among families, schools, and neighborhoods. (301-201)

6010-0204. Show that every individual has dignity and worth and is unique. (301-102)

STANDARD 6010-03	The students will understand that where people live influences how they live.

OBJECTIVES

6010-0301. Identify the geographic features, climatic conditions, and natural resources of the local area. (301-401)

6010-0302. Demonstrate how geographic features, climatic conditions, and natural resources influence how they live. (301-402)

6010-0303. Name natural and man-made changes in their environment; i.e., lakes, volcanoes, reservoirs, highways. (301-403)

STANDARD 6010-04	The students will understand beginning geographic concepts.

OBJECTIVES

6010-0401. Identify map symbols which represent real things. (301-802)

6010-0402. Identify the meaning of symbols on simple picture maps. (301-811)

6010-0403. Identify the directions of north and south in relation to the North and South Poles. (301-806)

6010-0404. Name the days of the week in order, special dates on the calendar, and certain physical characteristics of months and seasons. (301-809)

6010-0405. Construct a simple map of the classroom. (301-810)

STANDARD 6010-05	The students will understand that individuals have unlimited wants but limited resources.

OBJECTIVES

6010-0501. Define scarcity, and identify items that are scarce in the classroom. (304-601)

6010-0502. Define and identify wants and needs. (300-603)

6010-0503. Identify resources that are used to make the things we need or want. (300-601)

6010-0504. Identify the purpose of money as something which is used to purchase things.

6010-0505. Define private property as things we own.

6010-0506. Discuss the value of work as a way to achieve personal satisfaction and to earn money. (300-604)

STANDARD 6010-06	The students will understand that individuals need rules to govern group behavior.

OBJECTIVES

6010-0601. Make classroom rules with other class members. (301-703)

6010-0602. Identify the reasons for authority and rules. (301-704)

6010-0603. Show how rules help promote fair treatment of all people. (361-705)

6010-0604. Explain how orderly classrooms depend upon cooperation. (361-706)

6010-0605. Participate in patriotic activities, except when against religious beliefs. (301-707, 8, 9)

6010-0606. Identify acts of honesty, morality, courtesy, and good citizenship/character in classmates, teachers, and other adults.

SOCIAL STUDIES LEVEL 2

	S	S	L	E	V	E	L	2		

SIS NUMBER: 6020
SIS CODE: SS

CORE STANDARDS OF THE COURSE

STANDARD 6020-01	The students will practice a variety of listening, speaking, writing, and reading skills in completing social studies activities.

OBJECTIVES

6020-0101. Identify ways to resolve conflict when opinions differ.

6020-0102. Participate in group writings, charts, diaries, and letters.

6020-0103. Discuss alternative solutions to classroom problems.

6020-0104. Locate and use social studies materials in the classroom library and/or media center.

6020-0105. Use a variety of resources to study their community.

6020-0106. Recall facts from stories or reports in sequence.

6020-0107. Demonstrate that through group participation one develops citizenship/character values.

STANDARD 6020-02	The students will show how individuals are products of their culture and how individual talents and traits are developed.

OBJECTIVES

6020-0201. Identify cultural traits and values that are inherited and acquired; i.e., family, religious, and cultural traditions, physical characteristics, etc. (302-202)

6020-0202. Show ways in which individuals learn behavior and values from groups in the community; i.e., honesty, respect, responsibility, etc. (302-301)

6020-0203. Identify talents of self and others and discuss how they can be developed. (302-303)

6020-0204. Show ways in which the talents of others have influenced the community. (302-102)

6020-0205. Identify aspirations for using their own talents. (302-103)

STANDARD 6020-03	The students will understand basic geographic concepts.

OBJECTIVES

6020-0301. Locate oceans and continents on a map and a globe. (302-801)

6020-0302. Compare the size of the United States with Utah on a map and a globe. (302-802)

6020-0303. Compare differences of an area's size and shape as shown on a flat map with the way they are illustrated on a globe. (302-803)

6020-0304. Find the directions of north, south, east, and west on a map. (302-804

6020-0305. Describe how the equator divides the earth into the northern hemisphere and the southern hemisphere, and identify the hemisphere in which they live. (302-805)

6020-0306. Show the direction of sunrise and sunset. (302-817)

6020-0307. Identify important sites of the community on an area map. (302-819)

6020-0308. Describe how geographic features vary in different communities. (302-401)

STANDARD 6020-04	The students will understand that because change is constant, life in any community differs from the past.

OBJECTIVES

6020-0401. Identify community events of the past, present, and future. (302-502)

6020-0402. Describe the contributions of various cultures that have influenced life in the community. (302-203)

6020-0403. Identify some important local historical sites. (302-501)

6020-0404. Tell about the history of their local community. (302-502)

6020-0405. Describe different factors that influence change, in the community. (302-503)

STANDARD 6020-05	The students will identify basic consumer needs and the interdependence to occupations.

OBJECTIVES

6020-0501. Define goods, services, productivity, supply, and demand. (301-602)

6020-0502. Categorize products into "goods" and "services." (301-602)

6020-0503. Conclude that when individuals make choices they must give up something (opportunity cost). (301-601)

6020-0504. Explain that some needs may not be satisfied. (301-603)

6020-0505. Identify some skills needed for community jobs that provide goods and services. (302-604)

6020-0506. Describe the effect of supply and demand on jobs. (303-605)

6020-0507. Explain that with improved skills people become more productive. (301-605)

STANDARD 6020-06	The students will understand that groups establish rules and procedures for enforcement.

OBJECTIVES

6020-0601. Name people who help in establishing order and developing values within the community. (302-102)

6020-0602. Identify how acceptance of individual responsibility increases the degree of fairness and freedom in the community, school environment, and classroom. (302-706)

6020-0603. Participate in patriotic activities and understand their meaning except when against religious beliefs. (302-707, 8, 9)

SOCIAL STUDIES LEVEL 3

S	S		L	E	V	E	L	3		

SIS NUMBER: 6030
SIS CODE: SS

CORE STANDARDS OF THE COURSE

STANDARD 6030-01	The students will practice a variety of listening, speaking, writing, and reading skills in completing social studies activities.

OBJECTIVES

6030-0101. Participate in a variety of activities such as creating stories that promote thinking and problem-solving skills.

6030-0102. Develop a model for making an effective solution to common problems.

6030-0103. Locate and use source/reference materials in the classroom, library and/or media center, community library, and other community resources.

6030-0104. Write original answers to current issues/problems.

STANDARD 6030-02	The students will understand the cultural and historical development of their local community.

OBJECTIVES

6030-0201. Discuss different cultures in their local community and the contributions made from each culture. (301-202)

6030-0202. Identify the past and present contributions of women and minorities to their community. (303-202, 305)

STANDARD 6030-03	The students will understand that people use natural resources to meet their basic needs and these resources must be protected and conserved.

OBJECTIVES

6030-0301. Identify different environments in which groups live. (303-401)

6030-0302. Illustrate ways groups use natural resources in the environment to meet their basic needs. (303-402)

6030-0303. Describe how groups modify the environment to use and increase the supply of resources. (303-403)

6030-0304. Identify reasons for the location of a city. (303-405)

STANDARD 6030-04	The students will understand geographic concepts.

OBJECTIVES

6030-0401. Identify land and water forms on a map such as islands, bays, lakes, etc. (303-801)

6030-0402. Locate the eastern and western hemispheres, the prime meridian, and the 180th meridian. (303-804)

6030-0403. Using a simple grid, show how a grid system works and identify local places on a map. (303-803)

6030-0404. Use scales and legends on maps. (303-807)

6030-0405. Use symbols for landscape features on a simple map. (303-808)

6030-0406. Identify the differences between people-drawn boundaries and natural boundaries (those which follow natural features such as mountains or rivers). (303-811)

6030-0407. Distinguish between towns, cities, states, countries, and continents using maps. (303-817)

6030-0408. Using north as a reference, identify on a map, globe, or with a compass the directional terms--left, right, north, south, east, and west. (303-818)

6030-0409. Locate places as being north or south of the equator on a map or globe.

STANDARD 6030-05	The students will understand the interplay of economics in their daily lives.

OBJECTIVES

6030-0501. Define wages, prices, producer, consumer, specialization, division of labor, profit, loss, and productivity.

6030-0502. Explain reasons for spending and saving money.

6030-0503. Identify the relationship between supply and demand and its effect on the price of a product. (302-605)

6030-0504. Identify the advantage of division of labor (job specialization which increases productivity and creates interdependence). (303-601)

6030-0505. Identify the natural resources that determine the types of jobs in your community in the past, present, and future. (303-604)

6030-0506. Identify the role of profits as being the primary reason for production. (304-602)

6030-0507. Identify how inventions influence change in society.

STANDARD 6030-06	The students will understand that the purpose of government is to protect and serve the needs of citizens in their community.

OBJECTIVES

6030-0601. Explain the need for government in a society.

6030-0602. List some simple ways that government resolves conflicts in their community. (303-701)

6030-0603. Compare ways that groups or societies determine how they will be governed in their community. (303-702)

6030-0604. Discuss responsibilities that individuals have in making a community a better place to live. (303-703)

6030-0605. Discuss their responsibility in making and following class rules. (303-707)

6030-0606. Identify how laws are established, and how they relate to individuals, families, and communities. (303-705)

6030-0607. Identify the purpose of patriotic holidays and how citizens participate (Veteran's Day, Law Day, Independence Day, etc.).

6030-0608. Explain how participating in and contributing to government develops good citizenship/character behavior.

6030-0609. Identify acts of honesty, morality, and citizenship they have observed in their classmates, teachers, and other adults.

SOCIAL STUDIES LEVEL 4

S	S		L	E	V	E	L	4		

SIS NUMBER: 6040
SIS CODE: SS

COURSE DESCRIPTION, (Levels 4-6)

The students will be introduced to a study of people and their ability to use past experiences to improve their way of life on a state, national, and international level. Emphasis at these levels will be to expand listening, speaking, reading, writing, and citizenship/ character skills to a higher level of proficiency. Historical, geographical, political, and economic concepts will comprise the core.

CORE STANDARDS OF THE CORE

STANDARD 6040-01	The students will utilize a variety of speaking, listening, writing, reading, and citizenship/ character skills in completing social studies activities.

OBJECTIVES

6040-0101. Use researching, interviewing, and charting techniques to demonstrate mastery of concepts learned.

6040-0102. Formulate a plan to solve a problem and determine appropriate actions.

6040-0103. Use indexes, glossaries, and newspapers to find additional information about a social studies topic.

6040-0104. Verbalize citizens, rights, and responsibilities in the state of Utah.

STANDARD 6040-02	The students will explain how the historical and cultural development of Utah is different from that of other states.

OBJECTIVES

6040-0201. Discuss the cultural contributions made to Utah's history by the following groups of people: (304-501)

a. Native Americans
b. Explorers
c. Traders and trappers
d. Mormons and other religious groups
e. Ethnic groups
f. Women
g. Others

6040-0202. List and compare different cultural traditions and values of people in Utah and around the world. (304-203)

STANDARD 6040-03	The students will explain how the geographical features of places within Utah, and other areas of the world, vary and contribute to their distinctiveness.

OBJECTIVES

6040-0301. Describe the land areas of Utah (Basin and Range Province, Colorado Plateau, and Rocky Mountains) and the physical features of the desert, mountains, lakes, and rivers; and compare them to other regions of the world. (304-401)

6040-0302. Describe the industries in Utah (transportation, communication, mining, manufacturing, construction, agriculture, technology, and governmental industry); and compare them to other industries throughout the world. (304-402)

6040-0303. Locate on a map of Utah its major scenic attractions. (304-403)

6040-0304. Use parallels and meridians, latitude, and longitude to determine direction and location. (304-801)

6040-0305. Use various maps, such as the Utah highway map and atlas maps, to locate scenic attractions, counties, and major physical features. (304-802)

6040-0306. Use a highway map legend to determine mileage between two points. (304-805)

6040-0307.. Use two different types of maps to identify topography, climate, and land use. (304-809)

6040-0308. Identify different types of boundary lines such as city, county, state, national, and international. (304-810)

STANDARD 6040-04	The students will describe how the free enterprise economic system affects the decision-making process.

OBJECTIVES

6040-0401. Define: free enterprise system, production, consumption, work incentive, and work ethic.

6040-0402. Define the free enterprise system as one in which individuals in their varying capacities as consumers, producers, register their freely made decisions; i.e., scarcity, opportunity cost, supply, and demand. (304-606)

6040-0403. Identify the role that profit and loss play in making production decisions. (305-601)

6040-0404. Explain how the interaction of supply and demand determines the price of a product. (305-605)

6040-0405. Explain the relationship between wages, productivity, and price.

STANDARD 6040-05	The students will explain how the government operates in Utah and compare it to other forms of government around the world.

OBJECTIVES

6040-0501. Discuss how laws are made in the state of Utah. (304-702)

6040-0502. Examine local and state forms of government in Utah and compare them to others around the world.

6040-0503. List the duties of various elected state and local officials.

6040-0504. Study the constitution of Utah.

SOCIAL STUDIES LEVEL 5

S	S	L	E	V	E	L	5		

SIS NUMBER: 6050
SIS CODE: SS

CORE STANDARDS OF THE COURSE

STANDARD 6050-01	The students will utilize a variety of speaking, listening, writing, reading, and citizenship/ character skills in completing social studies activities.

OBJECTIVES

6050-0101. Write a conclusion about an historical event in order to formulate an idea for present and future events.

6050-0102. Read and analyze simple charts or graphs used in social studies.

6050-0103. Create individually, or in a group, one or more of the following: newspapers, posters, poetry, bumper stickers, interviews, surveys, bulletin boards, stories, letter writing, diaries, dialogues, or songs.

6050-0104. Interpret news items from a variety of sources.

6050-0105. Evaluate with other class members right and wrong actions, according to universal standards, as being morally acceptable or unacceptable.

STANDARD 6050-02	The students will analyze how the historical past of the Western Hemisphere influences the present.

OBJECTIVES

6050-0201. Outline the major historical events, people, wars, and documents that played a significant role in United States history from 1492 to the present. (305-501, 2, 3, 4, 5, 7, 8)

6050-0202. Analyze the effects that the United States Constitution and Declaration of Independence have on the lives of students. (305-506)

6050-0203. Briefly describe the historical background and cultural contributions of the peoples of:

a. Canada
b. Central America
c. South America (305-509, 510, 511, 512)

6050-0204. Compare the interdependence of the various cultures of the Western Hemisphere. (305-203, 4)

STANDARD 6050-03

Explain that the geographical features of places within the Western Hemisphere vary and contribute to their distinctiveness.

OBJECTIVES

6050-0301. Compare the following regions of the United States with similar regions in the Western Hemisphere: forest, desert, farming, ocean, manufacturing, trading, and political. (305-401)

6050-0302. Discuss the advantages and disadvantages of the geographical location and natural features of Mexico, Central America, the West Indies, South America, and North America. (305-402)

6050-0303. Identify on maps, the major land forms, elevations, physical regions, major rivers, and mountain chains of the Western Hemisphere. (305-802)

6050-0304. Use maps to explain the geographic setting of historical and current events. (305-814)

6050-0305. Identify the states and capitols on a map of the United States. (308-402)

6050-0306. Locate on a map the countries and major cities in the Western Hemisphere. (305-806)

STANDARD 6050-04.	The students will explain how history is effected by patterns of buying and selling which relate to economic choices and ultimately to available resources.

OBJECTIVES

6050-0401.	Define: exchange system, prosperity, capitalism, asset, free enterprise, debt, interest, employer, employee, work ethic.
6050-0402.	Demonstrate that money is a means of exchange (stored value).
6050-0403.	Explain how changes in the cost or availability of resources can change the supply and market price of a product. (305-601)
6050-0404.	Explain how changes in incomes and people's tastes can influence the demand and market price of a product. (305-603)
6050-0405.	Demonstrate how competition, increased productivity, and technology among producers tends to increase the quality of products and lowers the price to consumers. (305-602)
6050-0406.	Explain that consumers and producers have rights and responsibilities in the market place. (304-602, 4)
6050-0407.	Explain the responsibility of employer-employee in the work ethic and free enterprise system. (303-603)

STANDARD 6050-05.	The students will analyze the basic functions of government at the national level.

OBJECTIVES

6050-0501.	Explain the scope and limits of freedom in a democratic society. (305-604)
6050-0502.	Describe how our representative form of government gives authority to elected and appointed leaders to make decisions and how the citizen can be involved in this process. (305-703)

6050-0503. Identify major values in the Declaration of Independence, Constitution, and Bill of Rights.

6050-0504. Discuss the function of our court system.

SOCIAL STUDIES LEVEL 6

S	S	L	E	V	E	L	6		

SIS NUMBER: 6060
SIS CODE: SS

CORE STANDARDS OF THE COURSE

STANDARD 6060-01.	The students will utilize a variety of speaking, listening, writing, reading, and citizenship/ character skills in completing social studies activities.

OBJECTIVES

6060-0101. Distinguish between personal opinions, values, and factual information.

6060-0102. Explain why individual decisions may or may not be accepted by others.

6060-0103. List possible outcomes and alternative solutions to a given problem.

6060-0104. Read two opposing viewpoints on different topics and identify similarities and differences.

6060-0105. Rephrase information taken from reference materials.

6060-0106. Identify and use a variety of resource materials to complete a research project.

6060-0107. Cite common historical or cultural themes developed in pieces of literature. Examples could be:

Roman Empire - Roman Mythology
Ancient Greece - Greek Mythology
Europe - Shakespeare
- Diary of Anne Frank
India - Kipling

STANDARD 6060-02.	The students will analyze how the historical past of the Eastern Hemisphere influences the present.

OBJECTIVES

6060-0201. Identify the ancient "cradles of civilization." (306-501)

6060-0202. Evaluate the contributions to our modern culture by one or more of the following ancient cultures: Egyptian, Greek, Roman, or others. (306-502)

6060-0203. Compare cultures from different parts of the Eastern Hemisphere in terms of each of the following components:

a. Political
b. The arts
c. Economical
d. Social
e. Nutritional
f. Ethical (306-504)

6060-0204. Analyze how cultures and religions within societies of the Eastern Hemisphere have had conflicts which resulted in change. (306-201, 2, 3)

STANDARD 6060-03.	The students will explain that every society has roles, norms, values, and sanctions to guide the behavior of individuals and groups within society.

OBJECTIVES

6060-0301. Compare and contrast the roles, norms, values, and sanctions of several countries in the Eastern Hemisphere with other cultures. (306-301)

6060-0302. Reinforce the necessity of honesty and personal integrity in becoming a valuable citizen in society. (306-304)

6060-0303. Recognize the feelings, values, and uniqueness of other cultures. (306-303)

STANDARD 6060-04	The students will explain that the geographic features of places within the Eastern Hemisphere vary and contribute to their distinctiveness.

OBJECTIVES

6060-0401. Locate the continents and oceans of the world. (302-801)

6060-0402. Locate the countries in the Eastern Hemisphere. (306-805)

6060-0403. Describe the natural features and natural resources in the Eastern Hemisphere. (306-402)

6060-0404. Locate the major cities in the Eastern Hemisphere on a map. (306-805)

6060-0405. Describe how the geographical features affect the climate of the Eastern Hemisphere.

STANDARD 6060-05	The students will analyze some of the economic costs and benefits of an interdependent world.

OBJECTIVES

6060-0501. Define tariff, embargo, technology, prosperity, recession, inflation, depression, planned economy, traditional economy, and market economy.

6060-0502. Review economic concepts of scarcity, opportunity cost, and productivity. (304-601, 2; 301-601)

6060-0503. Describe the characteristics of the planned economy, traditional economy, and market economy models. (306-603)

6060-0504. Demonstrate the use of economic indicators such as Gross National Product, Consumer Price Index, Producers Price Index.

6060-0505. Identify economic conditions that affect the world economy; i.e., prosperity, recession, government trade policy. (306-602)

6060-0506. Identify economic trends that affect supply and demand which are likely to impact future occupational choices and living styles.

6060-0507. Identify the different types of exchange systems used throughout the history of world trade.

STANDARD 6060-06	The students will analyze how governments make decisions and settle conflicts.

OBJECTIVES

6060-0601. Describe the various ways leaders are elected, appointed, or acquire power in different Eastern Hemisphere countries. (306-707)

6060-0602. Discuss ways that particular groups use political systems to represent and promote their interests. (306-703)

6060-0603. Model appropriate democratic principles and practices to students in the school.

6060-0604. Apply the concept of cultural diversity to different areas of the world.